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## ABSTRACT

This collection of teaching materials contains information and activities which connect language arts and mathematics. Materials in the collection include: a statement of fundamental assumptions about language, literacy, and learning; objectives for mathematics as communication and mathematical connections; a discussion of a new approach to teaching math which draws on the best features of language teaching; and numerous class activities such as giving and following directions, techniques of shared reading, a place value mat, a description of learning logs, making a math story, collecting and organizing data, and examples of how poems can be part of a math lesson with specific math objectives, materials, directions, and activities based on each poem. A 220-item bibliography is attached. (SR)

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36th Annual Convention  
International Reading Association  
Las Vegas, Nevada

May 6-10, 1991

ED335637

# A + B = 1, 2, 3

(Language Arts/Mathematics Connection)

Microworkshop 33, Wednesday, May 8, 2-4:45 p.m.

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## PCRP II

Susan L. Lytle and Morton Botel  
University of Pennsylvania  
The Pennsylvania Department of Education-1988

### READING, WRITING AND TALKING ACROSS THE CURRICULUM (A Curriculum Framework Advocating The Effective Use Of Reading, Writing and Talking For The Purpose Of Learning Literature, Science, Math, History, And All Other School Subjects)

Fundamental assumptions about language, literacy and learning:

#### 1. Meaning-making

Effective readers, writers and speakers use language actively and constructively to gain new ideas and insights. Language can be a powerful tool for relating the known to the unknown, for making the concepts of a subject one's own, and for becoming aware of what one does and does not understand.

#### 2. Social

Language use occurs in a situation and learning takes place in the context of a community of learners. Instruction at all levels and in all content areas needs to create communities of readers, writers and talkers and to provide meaningful purposes for learning.

#### 3. The interrelationships of the language processes

Reading, writing, listening and speaking are enhanced by the use of each other. To learn to read, one needs to write in a variety of genres and for different purposes. To write, one needs wide experiences with reading to gain knowledge of the world ~~and~~ knowledge of the possibilities inherent in written language. Oral and written language should be continuously related. Learners become skillful by using all of the language processes for authentic, communicative purposes with the content of the curriculum.

#### 4. Human

Readers and writers bring their own prior knowledge and belief systems, which they use in ways unique to themselves, as they learn to understand the perspectives of others.

## **N. C. T. M.**

### **Standard 2:**

#### **Mathematics as Communication**

In grades K-4, the study of mathematics should include numerous opportunities for communication so that students can--

- relate physical materials, pictures, and diagrams to mathematical ideas;

- reflect on and clarify their thinking about mathematical ideas and situations;

- relate their everyday language to mathematical language and symbols;

- realize that representing, discussing, reading, writing, and listening to mathematics are a vital part of learning and using mathematics.

### **Standard 4:**

#### **Mathematical Connections**

In grades K-4, the study of mathematics should include opportunities to make connections so that students can--

- link conceptual and procedural knowledge;

- relate various representations of concepts or procedures to one another;

- recognize relationships among different topics in mathematics;

- use mathematics in other curriculum areas;

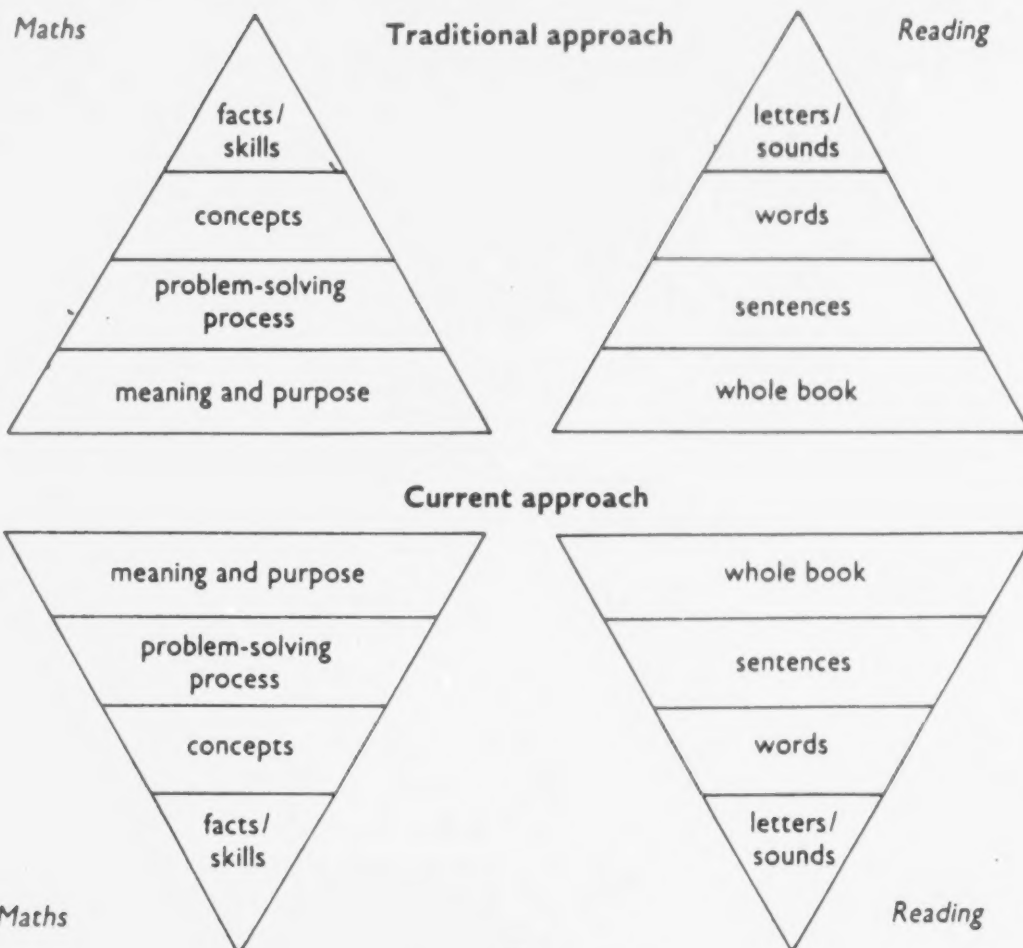
- use mathematics in their daily lives.

## Approach

Our new approach to maths draws on the best features of our language teaching and encompasses the following ideas:

- that maths has to be explored in meaningful contexts;
- that maths is more than just a body of knowledge and that it involves children in problem-solving processes and developing good work habits;
- that children need a range of skills to handle their everyday lives and that being confident about maths means children are more independent and self-sufficient;
- that children benefit from the experience of finding themselves being mathematicians when they are looking for patterns, forming generalisations and then justifying their results;
- that children need to explore maths for its own sake;
- that children need to develop a positive attitude to maths in order to effectively acquire maths skills and understandings.

Accordingly, we found it necessary to tip the model of our traditional approach on its head (as many teachers have done with their language models).



Traditionally, in both language and maths, we have moved from the meaningless part to the meaningful whole, and children who couldn't make sense of the abstract nature of the parts fell by the wayside. There was nothing in the new learning that they could link into their existing understanding. In the part to whole approach, children who have difficulty with skills or concepts are 'stuck' with meaningless experiences. For instance, in maths, traditionally, we have taught children the basic number facts and operations, exposed them to a variety of number concepts and then presented them with problems to solve. In many cases the problems we gave them to solve were of the meaningless variety—'If apples cost 23 cents each and you bought six, how much would it cost you altogether?' If we looked carefully at how we divided our time between these issues, we would probably find that we devoted 60–70 per cent to the basic operations, 10–20 per cent to applied number and 10 per cent to problem-solving.

We have found that we can help children learn about maths best if we reverse this approach. We begin by allowing children to explore real-life problems or issues that are meaningful to them and within the context of this exploration we help them to come to terms with the relevant facts, skills, concepts and processes. In approaching maths in this way, the purpose for knowing about specific facts and skills is always evident to the child.

As the children have chosen what, how and with whom they will explore their maths topics, they are also in a position to develop the personal qualities of persevering, cooperation, and independence and to strive to develop effective and efficient processes for problem-solving. Chapter 2 gives a step-by-step description of how the model works.

A comparison of the traditional and current approaches will highlight the differences between them and demonstrate our reasons for adopting the current model. When classroom practice is based upon the principles outlined in the Current Approach, a very effective learning environment is established.

The traditional model is found in classrooms where children are passive learners and teachers take responsibility for all decisions relating to curriculum and methodology. The current model is found in classrooms where teachers have established a learning environment which encourages and expects children to take responsibility for their own learning and share in curriculum decisions. The importance of establishing a positive learning environment cannot be over estimated and must be the focus of a teacher's energies in the first weeks in a new classroom.

|                       | TRADITIONAL APPROACH                                                                                           | CURRENT APPROACH                                                                                                                                    |
|-----------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Demonstration</i>  | A skill is demonstrated and children are given opportunities to practise it in ways determined by the teacher. | A skill is demonstrated and children are given the freedom to use it in ways that make sense to them.                                               |
| <i>Immersion</i>      | Problem-solving often has no real purpose for children.                                                        | Children are immersed in real purposes for using and exploring maths.                                                                               |
| <i>Expectation</i>    | All children are not expected to succeed in maths strategies demonstrated.                                     | Children are expected to be successful in solving their own problems in their own ways.                                                             |
| <i>Responsibility</i> | Teachers take responsibility for deciding what will be included in the content and how it will be approached.  | Children take joint responsibility for the content of the subject and how it will be approached.                                                    |
| <i>Approximation</i>  | Children are required to employ the strategy demonstrated.                                                     | Children take responsibility for the problem-solving strategies they use, while continually moving towards more efficient and effective strategies. |
| <i>Feedback</i>       | Children receive feedback about the products of their work from the teacher.                                   | Children receive feedback about the process and product of their work from teacher and peers.                                                       |
| <i>Engagement</i>     | Children are engaged in practising how to use facts, skills and concepts.                                      | Children are engaged in problem-solving which requires making choices about which strategies to use.                                                |
| <i>Purpose</i>        | Children are often not aware of why they are learning a specific skill.                                        | The purpose for learning specific skills is always apparent because children start with a problem to solve.                                         |
| <i>Meaning</i>        | Problem-solving activities often have no meaning for children.                                                 | Children decide what they will explore; thus all problems have meaning for them.                                                                    |
| <i>Focus</i>          | Facts. Skills. Concepts.                                                                                       | Meaningful context.                                                                                                                                 |

## Giving and Following Directions

Communications, using geometric shapes and terminology

Arrange students in groups of two. Each member of a pair needs an identical set of: 1) 6 -8 blocks, or 2) 6-8 rods of varying lengths and colors, or 3) an assortment of 3-dimensional items.

One student of each pair builds a "structure" using the materials that were given out and gives verbal directions to the partner who attempts to build an identical structure.

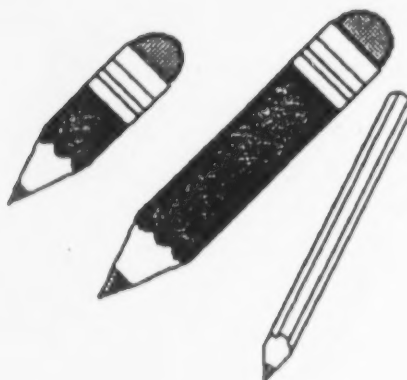
Possible variations:

The receiver of directions may not ask any questions.

The receiver of directions asks questions and gets responses from the giver of directions.

The giver of directions watches the partner's actions and gives additional directions accordingly.

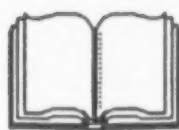
Each variation should be discussed with regard to how it changes the results.



### PATTERNED WRITING OF A BIG BOOK OR BOOK

YOU CAN ENHANCE CHILDREN'S READING AND CHECK UNDERSTANDING BY MAKING UP A NEW VERSION OF AN EXISTING STORY OR RHYME BY USING THE BASIC PATTERN OF THE ORIGINAL AND SUBSTITUTING SOME WORDS. CHILDREN SHOULD SUBSTITUTE THEIR OWN WORDS AND ILLUSTRATE.

1. CHILDREN CHOOSE A FAVORITE STORY.
  2. THE TEACHER DISCUSSES HOW THE CHILDREN WANT TO CHANGE THE STORY.
  3. THE TEACHER REWRITES THE STORY AS THE CHILDREN SUGGEST.
  4. THE TEACHER REREADS THE STORY SO THE CHILDREN CAN EVALUATE IF IT IS THE STORY THEY WANT.
  5. THE TEACHER WRITES THE TEXT AT THE BOTTOM OF EACH PAGE.
  6. THE CHILDREN ILLUSTRATE EACH PAGE TO FIT THE TEXT.
  7. THE GROUP MEETS AND ASSEMBLES THE STORY.
  8. THE STORY IS READ AND PLACED IN THE CLASSROOM LIBRARY.
- INDIVIDUAL COPIES COULD ALSO BE MADE.



### TECHNIQUES OF SHARED READING

SHARED READING--SAFE RISKS WITH WHOLE BOOKS. SHARED READING IS A TECHNIQUE TO INTRODUCE YOUNG CHILDREN TO READING. IT INVOLVES A TEACHER AND A WHOLE CLASS OF CHILDREN SITTING CLOSE TOGETHER WHILE SHARING THE READING AND REREADING OF STORIES, RHYMES, POEMS, AND CHARTS. A BIG BOOK ALLOWS ALL CHILDREN TO VIEW A STORY SIMULTANEOUSLY AS IT IS READ.

JOINT READING--TEACHER READS AND STUDENTS JOIN IN WHENEVER THEY FEEL COMFORTABLE.

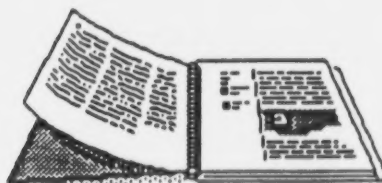
PAIRED READING--MATCH AN ACCOMPLISHED READER WITH ONE LESS ABLE AND HAVE THEM TAKE TURNS READING ALOUD.

ECHO READING--LEAD READER READS A SHORT SELECTION FOLLOWED IMMEDIATELY BY THE GROUP OR AN INDIVIDUAL IN A SOFTER VOICE.

ORAL CLOZE READING--STUDENTS LISTEN AS YOU READ. YOU SIGNAL OMISSIONS IN SOME MANNER ( A LOOK, A GESTURE) AND STUDENTS TRY TO PROVIDE THE MISSING WORD OR PHRASE. THIS CAN ALSO BE DONE BY COVERING UP WORDS OR PHRASES WITH "POST-ITS" AND STUDENTS TRY TO PROVIDE THE MISSING WORD OR PHRASE.

## PLACE VALUE MAT

| HUNDREDS | TENS | ONES |
|----------|------|------|
| 11       |      | 12   |



### LEARNING LOGS OR JOURNALS

STUDENTS WRITE AT THE END OF CLASS OR BEFORE THE INTRODUCTION OF A CONCEPT, RESPONDING TO THESE TYPES OF QUESTIONS:

1. WHAT DID I LEARN TODAY?
2. WHAT PUZZLED ME?
3. WHAT DID I ENJOY, HATE, ACCOMPLISH IN CLASS TODAY?
4. HOW DID I LEARN FROM THE DISCUSSION OR LESSON?
5. HOW WAS MY PERFORMANCE IN CLASS?
6. HOW DID I PERFORM A TASK?
7. WHAT WOULD I LIKE TO LEARN NEXT?

STUDENTS CAN FREE-WRITE FOR SEVERAL MINUTES WITH KEY WORDS PLACED ON THE BOARD.

STUDENTS CAN MAKE UP THEIR OWN QUESTIONS USING WHAT THEY LEARNED.

STUDENTS SHOULD BE ENCOURAGED TO SHARE THEIR JOURNAL ENTRIES WITH EACH OTHER OR WITH THE CLASS ON A REGULAR BASIS, BUT ONLY IF THEY CHOOSE TO. STUDENTS SHOULD HAVE THE RIGHT TO WITHHOLD ORAL SHARING OF AN ENTRY.

TEACHERS SHOULD WRITE WHEN THEY ASK STUDENTS TO WRITE AND SHOULD OCCASIONALLY SHARE ENTRIES.

Name \_\_\_\_\_

Grade \_\_\_\_\_

School \_\_\_\_\_

Teacher \_\_\_\_\_

$$\begin{array}{r} 41 \\ - 28 \\ \hline \end{array}$$

1. Find the answer to the subtraction problem above.
2. Now, explain in writing how the subtraction process works for this particular question. Be as complete as possible, but do not worry about spelling and punctuation. We are only interested in how you can explain the idea of subtraction to someone else in writing. You may draw pictures to help with your explanation.

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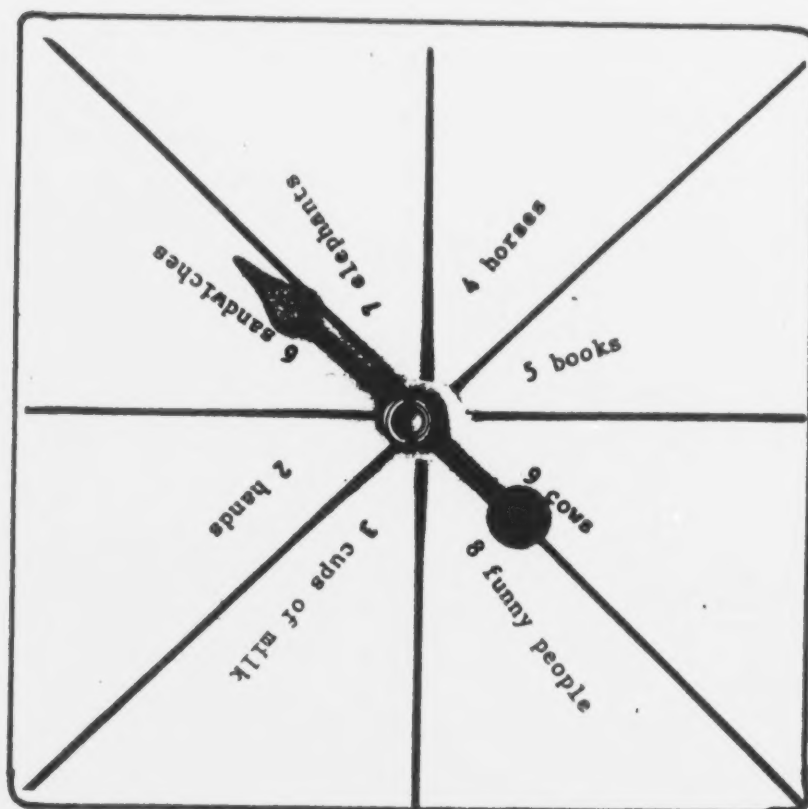
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## Spin A Story

Make a spinner divided into 8 equal-sized sections. See the example at the bottom of the page. Take turns with other players. On your turn, spin twice to get two phrases. Make up a mathematical word problem using those phrases. Other players must try to solve the problem. If it is done correctly, it is now that player's turn. Teachers may vary these rules to suit specific learning objectives.



## Make A Math Story

Make up a math story using the phrases in the story box. The story should be a problem that you can solve. Here is an example using "6 elephants" and "1 chair:" There were 6 elephants in the circus. They tried to sit on 1 chair, but only 1 elephant could fit. How many more chairs are needed for each elephant to sit down?

You may use as many things from the story box as you need to tell your story and solve your problem.

| Story Box |         |               |           |
|-----------|---------|---------------|-----------|
| 3 puppies | 8 shoes | 5 televisions | 7 books   |
| 6 flowers | 1 chair | 6 elephants   | 5 kittens |
| 9 cars    | 3 buses | 2 snakes      | 3 tables  |

## COLLECTING AND ORGANIZING YOUR OWN DATA

Name \_\_\_\_\_

### VOWEL COUNT

From your English classes, you are already familiar with the vowels *a*, *e*, *i*, *o*, and *u*. I'll bet you never expected to use them in math. Actually, all we're trying to do is find out which ones are used the most.

Take the clipping out of your "Vowel Count" envelope.

Look at the first word. Suppose it is "today." For that word you would put a tally in the *o* column and another tally in the *a* column. Do this for every word in the sentences you have. When you have finished, find the total number of tallies for each vowel and place that number in the last column. Then place your results in the proper place on the sheet for the class report.

| Vowel    | Tally | Frequency |
|----------|-------|-----------|
| <i>a</i> |       |           |
| <i>e</i> |       |           |
| <i>i</i> |       |           |
| <i>o</i> |       |           |
| <i>u</i> |       |           |

# COLLECTING AND ORGANIZING YOUR OWN DATA

Name \_\_\_\_\_

## WORD LENGTH

Take the clipping out of your "Word Length" envelope.

Look at the first word. Count the number of letters in it. For that word you would put a tally next to the numeral that tells how many letters are in the word. Do this for every word in the sentences you have. When you have finished, find the total number of tallies for each word length and place that number in the last column.

| Word Length | Tally | Frequency |
|-------------|-------|-----------|
| 1           |       |           |
| 2           |       |           |
| 3           |       |           |
| 4           |       |           |
| 5           |       |           |
| 6           |       |           |
| 7           |       |           |
| 8           |       |           |
| more than 8 |       |           |

### K-W-L Strategy

What Do I Know?

What Do I Want to Know?

What Did I Learn?

## The Language Arts/Mathematics Connection

### POETRY

Grade level taught: \_\_\_\_

With your grade-level team, discuss which of the following poems would be appropriate to use as part of a math lesson, and asterisk the ones the group feels could be used. Brainstorm for possible ways to incorporate the poem into the lesson. As a group, decide upon one of the possibilities from the brainstorming session, then outline your ideas for incorporation. Be specific about the math objectives which would be met by such a plan. Include use of manipulatives or calculators. In some cases, cooperative learning would be appropriate. Do this for as many poems as time allows.

#### A Light in the Attic

poems and drawings by Shel Silverstein

Copyright 1981

Harper & Row, Publishers

\_\_\_ REFLECTION

\_\_\_ SNAKE PROBLEM

#### Where the Sidewalk Ends

the poems and drawings of Shel Silverstein

Copyright 1974

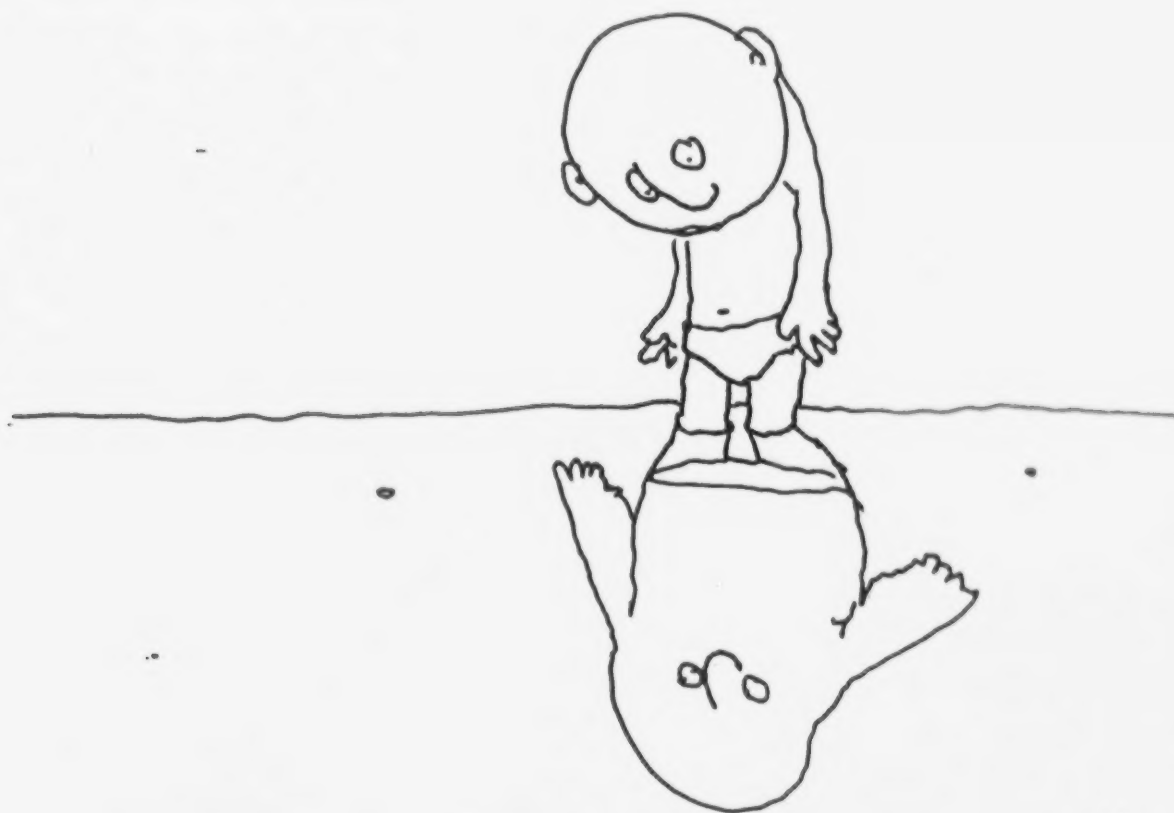
Harper & Row, Publishers

\_\_\_ SMART

\_\_\_ EIGHTEEN FLAVORS

## REFLECTION

Each time I see the Upside-Down Man  
Standing in the water,  
I look at him and start to laugh,  
Although I shouldn't oughtter.  
For maybe in another world  
Another time  
Another town,  
Maybe HE is right side up  
And I am upside down.



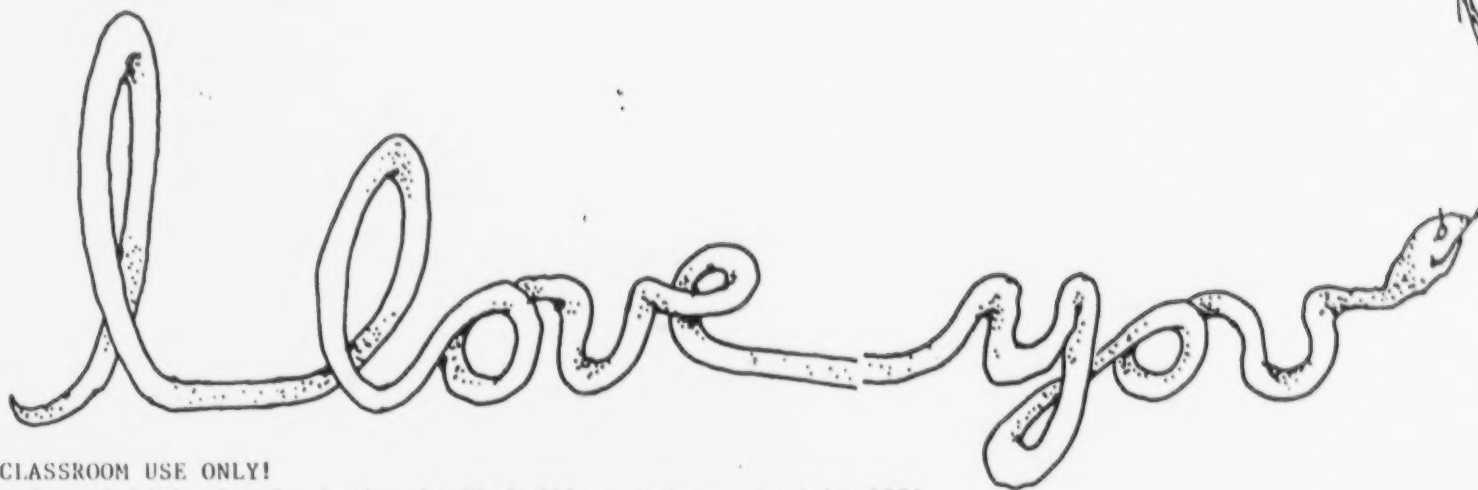
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Taken from A Light in the Attic, by Shel Silverstein, copyright 1981  
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### SNAKE PROBLEM

It's not that I don't care for snakes,  
But oh what do you do  
When a 24-foot python says . . .



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## SMART

My dad gave me one dollar bill  
 'Cause I'm his smartest son,  
 And I swapped it for two shiny quarters  
 'Cause two is more than one!

And then I took the quarters  
 And traded them to Lou  
 For three dimes—I guess he don't know  
 That three is more than two!

- Just then, along came old blind Bates  
 And just 'cause he can't see  
 He gave me four nickels for my three dimes,  
 And four is more than three!

And I took the nickels to Hiram Coombs  
 Down at the seed-feed store,  
 And the fool gave me five pennies for them,  
 And five is more than four!

And then I went and showed my dad,  
 And he got red in the cheeks  
 And closed his eyes and shook his head—  
 Too proud of me to speak!

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### EIGHTEEN FLAVORS

Eighteen luscious, scrumptious flavors—  
 Chocolate, lime and cherry,  
 Coffee, pumpkin, fudge-banana,  
 Caramel cream and boysenberry,  
 Rocky road and toasted almond,  
 Butterscotch, vanilla dip,  
 Butter-brickle, apple ripple,  
 Coconut and mocha chip,  
 Brandy peach and lemon custard,  
 Each scoop lovely, smooth, and round,  
 Tallest ice-cream cone in town,  
 Lying there (sniff) on the ground.

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taken from Where the Sidewalk Ends by Shel Silverstein, copyright 1974  
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## Eighteen Flavors

### Kindergarten

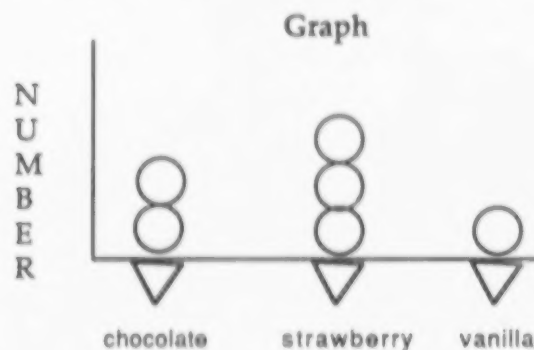
1. Graph the children's favorite flavor\*
2. Graph the various colors of ice cream
3. Examine patterns of colors of ice cream
4. Choose 3 different colors of ice cream and make various color combinations from top to bottom of cone (i.e., PWG, PGW, WPG, WGP, GPW, GWP)
5. Discuss shapes of scoop of ice cream and shape of cone
6. Vocabulary building: single, double, triple concept
7. Counting and writing numerals
8. Measurement

\*Lesson: Graphing Favorite Flavors

Objective: Students will be able to compare more than and less than by interpreting a favorite flavor graph.

Materials: Scoop of ice cream (colored construction paper) for each student for graph  
Ice cream cones for bottom of graph

Directions: Read poem  
Talk about favorite ice cream flavor (limit it to chocolate, strawberry, and vanilla)  
Take survey and group children according to flavor choices  
Have individual children add their flavor to the chart/graph  
Compare more/less, tall/short, etc.



## Eighteen Flavors

### Kindergarten Center Activities

1. Set up an "ice cream shop"
  - single, double, triple scoops
  - patterning with scoops of "ice cream"
  - ice cream cones with numerals written on them; students must place that many scoops on the cone
  - measure ice cream cones and scoops with unifix cubes as the unit of measure
2. Culminating activity—an ice cream party!

## Snake Problem

### Kindergarten

1. Estimation\*
2. Comparing
3. Measurement\*
4. Pattern on snake skins
5. Long vs. short

\*Lesson: Estimation and measurement

Objective: The student will be able to use various manipulatives to measure twenty-four feet, twenty-four inches, etc.

Materials: Various manipulatives  
               blocks  
               children  
               trundle wheel  
  
               24 foot piece of yarn

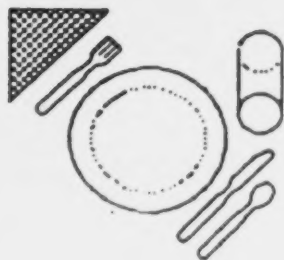
Kindergarten Team: Victoria Bennett, Sue Gravle, Tricia Hanisits,  
                               Sherry Harding, Debbie Kolb, Joyce Wetlesen

### The Twelve Days of Christmas

$$\begin{aligned}
 &1 + (2+1) + (3+2+1) + (4+3+2+1) + (5+4+3+2+1) + \\
 &\quad (6+5+4+3+2+1) + (7+6+5+4+3+2+1) + \\
 &\quad (8+7+6+5+4+3+2+1) + (9+8+7+6+5+4+3+2+1) + \\
 &\quad (10+9+8+7+6+5+4+3+2+1) + \\
 &\quad (11+10+9+8+7+6+5+4+3+2+1) + \\
 &\quad (12+11+10+9+8+7+6+5+4+3+2+1) =
 \end{aligned}$$

$$\begin{aligned}
 &12 \times 1 + 11 \times 2 + 10 \times 3 + 9 \times 4 + 8 \times 5 + 7 \times 6 + 6 \times 7 + \\
 &\quad 5 \times 8 + 4 \times 9 + 3 \times 10 + 2 \times 11 + 1 \times 12 =
 \end{aligned}$$

$$\begin{aligned}
 &2 \times 12 \times 1 + 2 \times 11 \times 2 + 2 \times 10 \times 3 + 2 \times 9 \times 4 + 2 \times 8 \times 5 + 2 \times 7 \times 6 = \\
 &\quad 24 + 44 + 60 + 72 + 80 + 84 =
 \end{aligned}$$



## Kids Can Cook (and use math and reading skills!)

### Speedy Pizzas

- 4 English muffins
- 1 8-ounce can tomato sauce
- Oregano
- Mozzarella cheese, sliced or grated

Split the English muffins with a fork. Toast the muffin halves. Spread muffins with tomato sauce. Sprinkle each with a pinch of oregano. Cover with cheese. Broil until cheese melts. Makes 4 servings.

### Frozen Chocolate "Moose"

- 1 14-ounce can sweetened condensed milk
- 2/3 c. chocolate-flavored syrup
- 2 c. whipping cream (1 pint), whipped

In a large bowl stir together sweetened condensed milk and syrup. Fold in the whipped cream. Pour into a 9- by 5-inch loaf pan that has been lined with aluminum foil. Place in freezer and freeze until firm, about 6 hours. Remove from pan, peel off foil, and slice. The mixture may also be poured into individual foil baking cups or small dishes for individual servings. Makes 14 servings.

### Rick-rack Carrot Sticks with Broccoli Trees

- 2 to 3 carrots
- 2 c. fresh broccoli florets

Peel carrots and cut into 3-inch lengths; halve or quarter with zig zag styled vegetable cutting knife. Blanch or briefly steam broccoli. Rinse under cold running water to keep the color bright and drain well. Serve vegetables plain or dip into sauce. Makes 2 to 3 servings.

## THE FAMILY CIRCUS®

By Bil Keane



"Billy gave me fifteen pennies  
and I only had to give him  
one quarter!"

| Title                                      | Subtitle                                    | Author                               | Illustrator        | Publisher                                        | Copy | Level |
|--------------------------------------------|---------------------------------------------|--------------------------------------|--------------------|--------------------------------------------------|------|-------|
| 1, 2, Tie Up My Shoe                       | A New Look at an Old Nursery Rhyme          | Liz Underhill                        |                    | Stewart, Tabori & Chang, New York                | 1990 | K-3   |
| 10 for dinner                              |                                             | Jo Ellen Bogart                      | Carole Fritze      | Scholastic                                       | 1989 | K-3   |
| 17 Kings and 42 Elephants                  |                                             | Margaret Mahy                        | Patricia MacCarthy | Dial Books                                       | 1987 | K-4   |
| 26 letters and 99 cents                    |                                             | Tana Hoban                           |                    | Scholastic Inc.                                  | 1987 | K-3   |
| A House Is a House for Me                  |                                             | Mary Ann Hoberman                    | Betty Fraser       | Scholastic                                       | 1979 | 1-3   |
| A Rocket in My Pocket                      | Favorite rhymes                             | Carl Withers (compiler)              | William Wiseman    | Scholastic Inc.                                  | 1948 | K-4   |
| A Winkle in Time (Chapter 3)               |                                             | Madeleine L'Engle                    |                    | Farrar, Straus, & Giroux                         | 1962 | 5-6   |
| Across the Stream                          |                                             | Mirra Ginsburg                       | Nancy Tafuri       | Scholastic Inc.                                  | 1982 | K-3   |
| Alexander, Who Used to Be Rich Last Sunday |                                             | Judith Viorst                        | Roy Cruz           | Aladdin Books                                    | 1978 | 3-6   |
| Animal Sleepyheads                         | 1 to 10                                     | Joanne Cole                          | Jeri Benest        | Scholastic Inc.                                  | 1988 | K-3   |
| Anno's Counting Book                       |                                             | Mitsumasa Anno                       | Mitsumasa Anno     | Harper & Row, Publishers                         | 1975 | K-2   |
| April Rabbits, The                         |                                             | David Cleveland                      | Nurti Karlin       | Scholastic Inc.                                  | 1978 | K-2   |
| Bears' Berries, The                        |                                             | Rosemary Reulie Irons & Calvin Irons | Gwen Foard         | Rigby                                            | 1988 | K-3   |
| Big Beast Book, The                        | Dinosaurs & How They Got That Way           | Jerry Booth                          | Martha Weston      | Little, Brown and Company                        | 1988 | 1-6   |
| Birds, Birds, Everywhere                   |                                             | Rosemary Reulie Irons & Calvin Irons | Ester Kasegus      | Rigby                                            | 1988 | K-2   |
| Caps for Sale                              |                                             | Esphyr Slobodkina                    | Esphyr Slobodkina  | Scholastic Inc.                                  | 1966 | K-2   |
| Caps, Hats, Socks, and Mittens             | A book about the four seasons               | Louise Borden                        | Lillian Hoban      | Scholastic Inc.                                  | 1980 | K-2   |
| Chicken Soup With Rice                     |                                             | Maurice Sendak                       |                    | Scholastic Inc.                                  | 1982 | K-3   |
| Chocolate! Chocolate! Chocolate!           | The Complete Book of Chocolate              |                                      |                    | Scholastic Inc.                                  | 1980 | K-6   |
| Claude Money                               |                                             | Amanda Graham                        | Dennis Gynell      | McDougal, Littell & Company                      | 1987 | K-1   |
| Cloudy With a Chance of Meatballs          |                                             | Judi Barrett                         | Ron Barrett        | Aladdin Books (Macmillan Publishing Co., NY)     | 1978 | 2-4   |
| Cookie Book, The                           |                                             | Eve Moore                            | Tahvidis Sabla     | Scholastic Inc.                                  | 1973 | K-4   |
| Count on Clifford                          |                                             | Norman Bridwell                      |                    | Scholastic Inc.                                  | 1985 | K-3   |
| Counting Sheep                             |                                             | John Archambault                     | John Bombala       | DLM                                              | 1989 | K-2   |
| Cyndy Szekeres' Counting Book              | 1 to 10                                     | Cyndy Szekeres                       |                    | Western Publishing Company, Inc. (A Golden Book) | 1984 | K-1   |
| Doorbell Rang, The                         |                                             | Pet Hutchins                         |                    | Scholastic Inc.                                  | 1986 | K-2   |
| Dot and The Line, The                      | a romance in lower mathematics              | Norton Juster                        |                    | Random House                                     | 1983 | 6-9   |
| Down They Rotted                           |                                             | Janeen Brian                         | Jane Cheetham      | McDougal, Littell & Company                      | 1987 | K-1   |
| Easy Cooking For Kids                      | (Prev: Arrow Book of Good 'n' Easy Cooking) | Sandra Sanders                       | Mike Ouse          | Scholastic Inc.                                  | 1979 | K-4   |
| Even Steven                                |                                             | Rosemary Reulie Irons & Calvin Irons | Colin Stevens      | Rigby                                            | 1988 | K-3   |
| Faithful Elephants                         | A true story of animals, people and war     | Yuko Tsuchiya                        | Ted Lowth          | Trumpet Club                                     | 1988 | 4-6   |
| Fish for Supper                            |                                             | Rosemary Reulie Irons & Calvin Irons | David Pearson      | Rigby                                            | 1988 | K-3   |
| Frog on a Log                              |                                             | Rosemary Reulie Irons & Calvin Irons | Robert Armitage    | Rigby                                            | 1988 | K-3   |
| Going to Grandma's                         |                                             | John Tarlton                         | John Tarlton       | Ashton Scholastic                                | 1985 | K-3   |
| Grouchy Ladybug, The                       |                                             | Eric Carle                           |                    | Harper & Row, Publishers                         | 1977 | K-2   |
| Half and Half                              |                                             | JoAnne Nelson                        | Noelle Giddings    | Modern Curriculum Press                          | 1990 | K-3   |
| Hippos Go Berserk!                         | a silly sort of counting book               | Sandra Boynton                       | Sandra Boynton     | Little, Brown and Company                        | 1977 | K-2   |
| How Much Is A Million?                     |                                             | David M. Schwartz                    | Steven Kellogg     | Scholastic Inc.                                  | 1985 | 1-6   |
| How Tall Are You                           |                                             | JoAnne Nelson                        | Carelyn Bracken    | Modern Curriculum Press                          | 1990 | K-3   |
| How to Eat Fried Worms                     |                                             | Thomas Rockwell                      | Emily McCully      | A Dell Yearling Book                             | 1973 | 3-6   |
| I asked my mother for fifty cents (poem)   | (from Big Book of Poems)                    | Anonymous                            |                    | Scott, Foresman                                  | 1987 | 1-4   |
| If You Made A Million                      |                                             | David M. Schwartz                    | Steven Kellogg     | Scholastic Inc.                                  | 1989 | 3-6   |
| In The Forest                              |                                             | Marie Hall Ets                       | Marie Hall Ets     | Penguin Books                                    | 1972 | 1-3   |
| In the middle of the night                 |                                             | Amanda Graham                        |                    | McDougal, Littell & Company                      | 1988 | K-1   |
| is it red? is it yellow? is it blue?       | an adventure in color                       | tana hoban                           |                    | Mulberry Books, NY                               | 1978 | K-1   |
| John Burningham's 1 2 3                    |                                             | John Burningham                      |                    | Crown Publishers, Inc., New York                 | 1985 | K-1   |
| King's Chessboard, The                     |                                             | David Birch                          | Devle Grebu        | Dial Books for Young Readers                     | 1988 | 2-6   |
| Magic Money Machine, The                   |                                             | JoAnne Nelson                        | Debbie Heller      | Modern Curriculum Press                          | 1990 | K-3   |
| Many Luscious Lollipops                    | A Book About Adjectives                     | Ruth Heller                          | Ruth Heller        | Scholastic Inc.                                  | 1989 | K-4   |
| Mean Machine, The                          |                                             | Rosemary Reulie Irons & Calvin Irons | Steven McLellan    | Rigby                                            | 1988 | K-3   |
| Milions of Cats                            |                                             | Wanda Ga'g                           |                    | Scholastic Inc.                                  | 1956 | K-4   |
| Mirror Mirror                              |                                             | Rosemary Reulie Irons & Calvin Irons | Gwen Foard         | Rigby                                            | 1988 | K-3   |
| Mora's Birthday                            |                                             | Robert Munsch                        | Michael Martchenko | Annick Press Ltd.                                | 1987 |       |
| moja means one                             | Swahili Counting Book                       | Muriel Feelings                      | Tom Feelings       | Dial Books for Young Readers                     | 1971 | 2-5   |
| Mr. Brown's Magnificent Apple Tree         |                                             | Yvonne Winar                         | Mays Winters       | Ashton Scholastic                                | 1985 | K-3   |

| Title                                      | Math Concept                                      | Synopsis                                                                                            |
|--------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 1, 2, Tie Up My Shoe                       | Counting                                          | Updated version introduces numbers from 1 to 30 and amusing antics of several animals; nice artwork |
| 10 for dinner                              | counting; time; addition                          | Marge invites 10 friends for dinner on her b'day.                                                   |
| 17 Kings and 42 Elephants                  | counting; estimation                              | Royal romp through the jungle                                                                       |
| 26 letters and 99 cents                    | money from .01 to .99                             | Pictures of numerals and lowest coins to represent                                                  |
| A House Is a House for Me                  | classification skills                             | Various houses for various creatures                                                                |
| A Rocket in My Pocket                      | Variety of counting rhymes included               | from larger anthology                                                                               |
| A Wrinkle in Time (Chapter 3)              | computation; problem solving                      | Product vs. process in the mathematics class                                                        |
| Across the Stream                          | One-to-one correspondence                         | 3 chicks cross stream on backs of 3 ducks                                                           |
| Alexander, Who Used to Be Rich Last Sunday | money; subtraction; problem solving               | Boy learns all the things that can be done with a dollar                                            |
| Animal Sleepyheads:                        | Counting to 10                                    | Various sleepy animals                                                                              |
| Anno's Counting Book                       | Counting & number systems                         | Counting & number by showing relationships in nature                                                |
| April Rabbits, The                         | ordinal counting to twenty-ninth                  | Rabbits have funny surprises for every day of month                                                 |
| Bears' Berries, The                        | Division                                          | 2 bears share 10 berries, 2 at a time                                                               |
| Big Beast Book, The                        | Measurement                                       | Ways to find out about dinosaurs                                                                    |
| Birds, Birds, Everywhere                   | Addition                                          | some addition facts to 10                                                                           |
| Caps for Sale                              | estimation                                        | A tale of peddler, monkeys, & monkey business                                                       |
| Caps, Hats, Socks, and Mittens             | Seasons, thus calendar and dates                  | Journey through all 4 seasons                                                                       |
| Chicken Soup With Rice                     | calendar; months; ordinal (once & twice)          | poems for each month                                                                                |
| Chocolate! Chocolate! Chocolate!           | recipes                                           | Includes the history of chocolate                                                                   |
| Claude Money                               | position words & ordinal counting through twelfth | Claude Money, the sneakiest train robber                                                            |
| Cloudy With a Chance of Meatballs          | Geometry                                          | Lunch one day brought 15" drifts of ocdj sandwiches!                                                |
| Cookie Book, The                           | measurement                                       | 12 recipes--1 for each month of the year                                                            |
| Count on Clifford                          | Counting to 10                                    | Counting to 10; some addition concepts                                                              |
| Counting Sheep                             | Counting to 10                                    | Falling asleep, and tired of counting sheep...                                                      |
| Cyndy Szekeres' Counting Book              | Counting                                          | Numerals, word name, picture, & short phrase                                                        |
| Doorbell Rang, The                         | concept of division                               | Children share 12 cookies with 2, 4, 8, 12 others                                                   |
| Dot and The Line, The                      | Geometry                                          | Can be taken at many levels of understanding                                                        |
| Down They Rolled                           | Counting backward 5 to 1                          | Various animals roll down a hill                                                                    |
| Easy Cooking For Kids                      | recipes                                           | breakfast, lunch, & dinner menus                                                                    |
| Even Steven                                | Division; odd & even                              | dividing by two                                                                                     |
| Faithful Elephants                         | geometry--paper cranes (follow up to story)       | During WWII, Japanese zookeepers had to hide animals                                                |
| Fish for Supper                            | Addition                                          | feeding bears and some facts to 10                                                                  |
| Frog on a Log                              | Multiplication                                    | facts with 2 & 3                                                                                    |
| Going to Grandma's                         | Counting to 12                                    | 12 reasons for having to go to Grandma's, but...                                                    |
| Grouchy Ladybug, The                       | Telling time                                      | ladybug meets critters; time mentioned; clock shown                                                 |
| Half and Half                              | fractional parts of set and of a whole            | Begin w/ 1/8 pie; people keep taking half                                                           |
| Hippos Go Berserk!                         | Counting                                          | Larger & larger groups of hippos join a lone hippo                                                  |
| How Much Is A Million?                     | Large numbers                                     | An arithmetic journey; 1 million is 1000 thousand, etc.!                                            |
| How Tall Are You                           | measurement/comparison                            | Child measured as eggs compares self to things                                                      |
| How to Eat Fried Worms                     | equivalent fractions, renaming, estimation        | Boy, on dare, agrees to eat 15 worms in 15 different ways                                           |
| I asked my mother for fifty cents (poem)   | money                                             | old poem                                                                                            |
| If You Made A Million                      | Money; trading; checking accts; large no's.       | Marvelousissimo, the Mathematical Magician                                                          |
| In The Forest                              | Counting by adding on; odd & even                 | imaginary adventure of boy in forest                                                                |
| In the middle of the night                 | Counting to ten                                   | Secret agents carry packages                                                                        |
| Is it red? Is it yellow? Is it blue?       | Classification                                    | Explore colors, sizes, shapes, relationships                                                        |
| John Burningham's 1 2 3                    | Counting                                          | Follows 10 children as they clamber up big tree                                                     |
| King's Chessboard, The                     | Exponential growth                                | Double # grains rice on each square of chessboard                                                   |
| Magic Money Machine, The                   | penny, dime, dollar                               | 100 pennies to 10 dimes to 1 dollar bill                                                            |
| Many Luscious Lollipops                    | some, few, many, taller, tallest,                 | An adjective's terrific when you want to be specific!                                               |
| Mean Machine, The                          | subtraction                                       | machine zaps objects                                                                                |
| Millions of Cats                           | Large numbers                                     | Trillions of cats--not one as pretty as this one                                                    |
| Mirror Mirror                              | Multiplication                                    | Mult. by 2                                                                                          |
| Mora's Birthday                            | miscellaneous                                     | Mora invites grades Kg., 1, 2, 3, 4, 5, & 6 to party                                                |
| moya means one                             | Counting                                          | words for numbers are from words of peoples' language                                               |
| Mr. Brown's Magnificent Apple Tree         | Subtraction facts for 5                           | 5 apples on the tree, 1 by 1 disappear                                                              |

# BEST COPY AVAILABLE

| Title                                         | Subtitle                             | Author                               | Illustrator           | Publisher                                    | Copy | Level |
|-----------------------------------------------|--------------------------------------|--------------------------------------|-----------------------|----------------------------------------------|------|-------|
| My Measuring Cup                              |                                      | Joanne Barkan                        | Jody Wheeler          | Warner Books, Inc.                           | 1989 | K-1   |
| Neighborhood Soup                             |                                      | JoAnne Nelson                        | Barbara Kachner       | Modern Curriculum Press                      | 1990 | K-3   |
| Nice Mice, The                                |                                      | Rosemary Reulie Irons & Calvin Irons | David Pearson         | Rigby                                        | 1988 | K-3   |
| Noah's Ark                                    |                                      | Peter Spier                          | Peter Spier           | Doubleday                                    | 1977 | K-3   |
| Now One Foot, Now the Other                   |                                      | Tomie de Paola                       | Tomie de Paola        | G. P. Putnam's Sons                          | 1981 | 1-3   |
| Numbers                                       | A Counting Book                      | Kathleen Hague                       | Michael Hague         | Henry Holt and Company, NY                   | 1988 | K-2   |
| numbers                                       |                                      | John J. Reese                        |                       | Aladdin Books (Macmillan Publishing Co., NY) | 1971 | K-2   |
| Numbers                                       |                                      | Sue MacDonald                        | Bill Oshes            | Dial Books                                   | 1988 | K-6   |
| Nursery Rhymes                                | A Puppet Treasure Book               | Various                              | T. Izawa & S. Hikkata | Gesset & Dunlap                              | 1977 |       |
| On Market Street                              |                                      | Arnold Lobel                         | Anita Lobel           | Scholastic Inc.                              | 1981 | K-2   |
| One Crow                                      | A Counting Rhyme                     | Jim Aylesworth                       | Ruth Young            | Harper & Row, Publishers                     | 1988 | K-2   |
| One Magic Box                                 | A Book About Numbers                 | Roger & Marile Chouinard             | Roger Chouinard       | Doubleday                                    | 1989 | K-3   |
| One More Dinosaur                             |                                      | Jan Demers                           | Lynn Bird             | Willowisp Press, Inc.                        | 1989 | K-3   |
| One Wobbly Wheelbarrow                        |                                      | Gwen Pascoe                          | Darren Pryce          | McDougal, Littell & Company                  | 1987 | K-1   |
| Oodles of Noodles (poem)                      | (from Big Book of Poems)             | Lucia & James L. Hymes, Jr.          |                       | Scott, Foresman                              | 1987 | 1-4   |
| Oodles of Riddles                             |                                      | Lori Miller Fox                      | Sanford Hoffman       | Stirling Publishing Co.                      | 1990 | 2-6   |
| Our Second Big Book of Numbers                |                                      | Dora Scales                          |                       | Rigby                                        | 1988 | K-1   |
| Over in the Meadow                            | A traditional rhyme                  |                                      | Heather Philpot       | Modern Curriculum Press                      | 1987 | K-2   |
| Penny Penguin's Party                         |                                      | Rosemary Reulie Irons & Calvin Irons | Geoff Hocking         | Rigby                                        | 1988 | K-3   |
| Pixie's Toyshop, The                          |                                      | Rosemary Reulie Irons & Calvin Irons | Linda Munnam          | Rigby                                        | 1988 | K-3   |
| Poetry Worksl                                 | Numbers                              |                                      |                       | Modern Curriculum Press                      | 1990 | 2-8   |
| Queen of Hearts, The                          |                                      | Rosemary Reulie Irons & Calvin Irons | Marjory Gardner       | Rigby                                        | 1988 | K-3   |
| Ramona the Pest (Chapter 7)                   |                                      | Beverly Cleary                       | Louie Darling         | A Dell Yearling Book                         | 1988 | 3-5   |
| Random House Book of Poetry for Children, The | Treasury/572 poems for Today's Child | Various                              | Arnold Lobel          | Random House                                 | 1983 | K-8   |
| Read and Count                                | 4 5 6                                | Dora Scales                          | Marjory Gardner       | Rigby                                        | 1987 | K-1   |
| Read and Count                                | 7 8 9 10                             |                                      |                       | Rigby                                        | 1987 | K-1   |
| Right Number of Elephants, The                |                                      | Jeff Sheppard                        | Felicia Bond          | Harper & Row                                 | 1990 | K-2   |
| Rooster's Off to See the World                |                                      | Eric Carle                           |                       | Picture Book Studio                          | 1972 | K-3   |
| Sadako and the Thousand Paper Cranes          |                                      | Eleanor Coerr                        | Ronald Himler         | Yearling (Dell)                              | 1977 | 4-8   |
| Seven Little Rabbits                          |                                      | John Becker                          | Barbara Cooney        | Scholastic Inc.                              | 1973 | K-2   |
| shapes                                        |                                      | John J. Reese                        |                       | Bradbury Press Inc.                          | 1974 | K-2   |
| Shoes in Two                                  |                                      | Rosemary Reulie Irons & Calvin Irons | Julie Kant-Corison    | Rigby                                        | 1988 | K-3   |
| Sideways Arithmetic from Wayside School       |                                      | Louie Sachar                         |                       | Scholastic Inc.                              | 1989 | 3-6   |
| Sleepy on Sunday                              |                                      | Amende Graham                        | Donna Gynell          | McDougal, Littell & Company                  | 1989 | K-2   |
| Snow Toward Evening                           | A Year in a River Valley             | Josette Frank                        | Thomas Locker         | Dial Books                                   | 1990 | 2-6   |
| Socrates and the Three Little Pigs            |                                      | Tuyol Mori                           | Mitsumasa Anno        | Philomel Books (Putnam Publishing Group)     | 1988 | 4-8   |
| Sun's Day, The                                |                                      | Mordica Gerstein                     |                       | Harper & Row                                 | 1988 | K-2   |
| Ten Little Bears                              |                                      | Mika Ruess                           | Dennis Hocherman      | Scott, Foresman                              | 1988 | K-1   |
| Ten Little Ducks                              |                                      | Franklin Hammond                     | Franklin Hammond      | Scholastic                                   | 1987 | K-1   |
| Ten Billy Sheep                               |                                      | Rosemary Reulie Irons & Calvin Irons | David Pearson         | Rigby                                        | 1988 | K-3   |
| Ten, Nine, Eight                              |                                      | Molly Bang                           |                       | Puffin Books                                 | 1983 | K-1   |
| Three Billy Goats Gruff, The                  |                                      | Norwegian Folklore                   | Ellen Appleby         | Scholastic Inc.                              | 1984 | 1-3   |
| Tiniest Hippo, The                            |                                      | Yvonne Winer                         | Donna Gynell          | McDougal, Littell & Company                  | 1989 | K-2   |
| Twelve Days of Christmas, The                 |                                      |                                      | Claire Counihan       | Scholastic Inc.                              | 1989 | K-3   |
| Two Friends (poem)                            | (from Big Book of Poems)             | Nikki Giovanni                       |                       | Scott, Foresman                              | 1987 | 1-4   |
| Two Ways to Count to Ten                      | A Liberian Folklore                  | Ruby Dee                             | Susan Meddaugh        | Henry Holt & Co.                             | 1988 | 1-4   |
| Very Hungry Caterpillar, The                  |                                      | Eric Carle                           |                       | Scholastic Inc.                              | 1989 | K-3   |
| What comes in 2's, 3's, & 4's                 |                                      | Suzanne Aker                         | Bernie Karlin         | Simon & Schuster Inc., New York              | 1990 | K-2   |
| What Did You Eat Today?                       |                                      | David Drew                           | Terry Denton          | Rigby                                        | 1988 | K-3   |
| What's in the Cupboard?                       |                                      | Rosemary Reulie Irons & Calvin Irons | Gwen Ford             | Rigby                                        | 1988 | K-2   |
| Wheels                                        | Math Rhymes to read together         | Avelyn Davidson                      | Deirdre Gardner       | Shortland Pub. Ltd.                          | 1985 | K-4   |
| Whose Shoes Are These?                        |                                      | Ron Roy                              | Rosemarie Hausherr    | Ticnor & Fields (Houghton Mifflin)           | 1988 | K-1   |
| Wizard's Wand, The                            |                                      | Rosemary Reulie Irons & Calvin Irons | Robert Arltville      | Rigby                                        | 1988 | K-3   |
| Zany Zoc                                      |                                      | Rosemary Reulie Irons & Calvin Irons | David Pearson         | Rigby                                        | 1983 | K-3   |

| Title                                         | Math Concept                                | Synopsis                                                   |
|-----------------------------------------------|---------------------------------------------|------------------------------------------------------------|
| My Measuring Cup                              | Dry & liquid measure for cooking            | Child learns about measuring for cooking                   |
| Neighborhood Soup                             | measurement and ordinal numbers             | Soup in sequence; uses measuring cups & spoons             |
| Nice Mice, The                                | Division                                    | sharing                                                    |
| Noah's Ark                                    | counting; estimation                        | Traditional story; mostly pictures                         |
| Now One Foot, Now the Other                   | Volume (block-cube); estimation             | Grandfather suffers stroke, boy teaches him                |
| Numbers                                       | teaches numbers 1 to 12                     | each of 12 bears is described in rhyme; lovely paintings   |
| Numbers                                       | Counting                                    | 1 to 20; 30; 40; 50; 60; 70; 80; 90; 100; 1000             |
| Numbers                                       | counting to 10; words & numerals            | magical transformations using numbers 1 to 10              |
| Nursery Rhymes                                | Miscellaneous                               | Child's Garden of Verses, Counting Rhyme, etc.             |
| On Market Street                              | Estimation                                  | Estimate how many apples, books, clocks, etc. were bought  |
| One Crow                                      | Counting                                    | 1 to 10 animals enjoy busy day on farm                     |
| One Magic Box                                 | counting 1-15; numeric & written            | magic box appears and baffles everyone                     |
| One More Dinosaur                             | Addition strategy of adding on 1            | Book in rhyme, with facts to ten                           |
| One Wobbly Wheatsheaf                         | Count to 7 and backwards                    | 7 sunflowers, 6 snails, 5 ferns, 4 lilies, etc.            |
| Oodles of Noodles (poem)                      | Estimation                                  | make mound of noodles                                      |
| Oodles of Riddles                             | various                                     | I.e. Response of yardsack "I want to stand on own 3 feet." |
| Our Second Big Book of Numbers                | introduces numbers 11 to 20                 | A sidewalk sale and other math situations                  |
| Over in the Meadow                            | counting to 8                               | Groups of animals increase from 1 to 8                     |
| Penny Penguin's Party                         | Addition                                    | Facts for 8                                                |
| Ptze's Toyshop, The                           | Division                                    | Division by 2                                              |
| Poetry Workshop                               | various number concepts                     | Posters showing traditional rhymes & poems about numbers   |
| Queen of Hearts, The                          | subtraction                                 | Various people eat queen's cooking                         |
| Remorse the Pest (Chapter 7)                  | time; problem solving; logic                | "The Day Things Went Wrong,"                               |
| Random House Book of Poetry for Children, The | Depends on poem                             |                                                            |
| Read and Count                                | counting 4, or 5, or 6                      | short stories involving counting                           |
| Read and Count                                | counting 7, 8, 9, or 10 objects             | short stories involving counting                           |
| Right Number of Elephants, The                | counting backwards from 10                  | Combines friendship & adventure                            |
| Rooster's Off to See the World                | Meaning of numbers & sets                   | Rooster joined by 14 animals along the way                 |
| Sadako and the Thousand Paper Cranes          | geometry (paper folding)                    | True story about Japanese child                            |
| Seven Little Rabbits                          | Counting                                    | Subtraction concepts: 7 rabbits, then 6, etc.              |
| Shapes                                        | squares, triangles, circles                 | Identifying in common objects                              |
| Shoes in Two's                                | Multiplication                              | counting by twos                                           |
| Sideways Arithmetic from Wayside School       | 50 math puzzles & brain teasers             | What math is like at Wayside School                        |
| Sleepy on Sunday                              | Days of the week                            | What Grandma Speedy does each day of the week              |
| Snow Toward Evening                           | months and seasons                          | Poems & art to illustrate aspect(s) of each month          |
| Socrates and the Three Little Pigs            | Combinations, permutations, probability     | Wolf tries to find out most probable location of pigs      |
| Sun's Day, The                                | Time on the hour                            | Book celebrates momentum of each passing hour              |
| Ten Little Bears                              | Counting backwards from 10 to 1             | Starts w/ 10 bears                                         |
| Ten Little Ducks                              | counting                                    | Ducks from 1 to 10 do various things                       |
| Ten Silly Sheep                               | Subtraction concepts                        | sheep run away                                             |
| Ten, Nine, Eight                              | Counting backward from 10                   | Counting down to bedtime                                   |
| Three Bats Goats Gruff, The                   | ordinal counting                            | Classic tale about 3 clever goats                          |
| Tinset Hippo, The                             | Days of the week                            | Little Hippo plays tricks                                  |
| Twelve Days of Christmas, The                 | Counting up to & back from 12               | Traditional story                                          |
| Two Friends (poem)                            | combinations; permutations                  | description of 2 girls                                     |
| Two Ways to Count to Ten                      | Strategy: counting to 10 by ones or by twos | Count to 10 before spear hits the ground                   |
| Very Hungry Caterpillar, The                  | Days of the week & counting through 10      | Caterpillar turns into butterfly                           |
| What comes in 2's, 3's, & 4's                 | Numbers and counting                        | Numbers connected to meaningful situations & objects       |
| What Did You Eat Today?                       | charts; classification                      | Find out what's good to eat                                |
| What's in the Cupboard?                       | Addition                                    | combinations of objects in cupboards                       |
| Wheels                                        | multiple math concepts                      | 12 math-related rhymes                                     |
| Whose Shoes Are These?                        | Classification                              | Guess who wears each shoe in book                          |
| Wizard's Wand, The                            | Subtraction                                 | wizard makes things disappear                              |
| Zany Zoo                                      | Multiplication                              | facts for 1, 2, & 3                                        |